



Core Ready Writing Rubric

Grade 2 Seeing It My Way and Your Way: Exploring Point of View

| | Emerging | Approaching | Meeting | Exceeding | Standards Alignment |
|---|---|---|--|--|---|
| Express the point of view of a variety of characters using several techniques in writing. | May not create an appropriate story with a clear point of view, even with significant support. Student shows little evidence of expressing character point of view. | May need significant support to create an appropriate story with a clear point of view. Student shows some evidence of expressing own point of view in writing. May not effectively use techniques (actions, thoughts, feelings) to convey character point of view. | Creates an appropriate story with a clear point of view. Student shows solid evidence of expressing character point of view in writing using techniques (actions, thoughts, feelings). | Creates an appropriate story with a clear point of view. Student shows outstanding evidence of expressing character point of view successfully using techniques (actions, thoughts, feelings). Some elements may be particularly effective or advanced for the grade level. | W.2.3 L.2.1 L.2.2 L.2.3 L.2.6 |
| Express their own point of view in writing. | May not choose an appropriate story with a clear point of view, even with significant support. Student shows little evidence of expressing own point of view. | May need significant support to choose an appropriate story with a clear point of view. Student shows some evidence of expressing own point of view. May not effectively use techniques (actions, thoughts, feelings) to convey own point of view. | Chooses an appropriate story with a clear point of view. Student shows solid evidence of expressing own point of view using techniques (actions, thoughts, feelings). | Chooses an appropriate story with a clear point of view. Student shows outstanding evidence of expressing own point of view clearly and effectively using techniques (actions, thoughts, feelings). Some elements may be particularly effective or advanced for the grade level. | W.2.3 L.2.1 L.2.2 L.2.3 L.2.6 |
| Read fluently and express point of view while reading their writing. | Student shows little evidence of reading fluently and expressing point of view when reading writing. Struggles to read with accuracy, clarity, appropriate speed, gestures and word emphasis, even with prompting or support. | Student shows some evidence of reading with fluency and expressing point of view when reading writing. Attempts to read with accuracy, clarity, appropriate speed, gestures and word emphasis. May need frequent prompting or support. | Student shows solid evidence of reading with fluency and expressing point of view when reading writing. Reads with accuracy, clarity, appropriate speed, gestures and word emphasis. Needs little prompting or support, but some components may be more developed than others. | Student shows solid evidence of reading with exceptional fluency and effectively expressing point of view when writing. Consistently reads with accuracy, clarity, appropriate speed, gestures, and word emphasis. | RL.2.6 W.2.6 SL.2.1a SL.2.1b SL.2.1c SL.2.2 SL.2.3 SL.2.4 SL.2.6 L.2.1 L.2.3 L.2.6 |

Core Ready Writing Rubric, Grade 2, *continued*

| | Emerging | Approaching | Meeting | Exceeding | Standards Alignment |
|--|---|---|--|--|----------------------------|
| Write narrative(s) in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. | Student shows little or no evidence of success composing a narrative that recounts a well-elaborated event or short sequence of events. Lacks key elements such as details to describe actions, thoughts and feelings, temporal words to signal event order and a sense of closure. | Student shows some evidence of successfully composing a narrative piece that recounts a well-elaborated event or short sequence of events. Attempts to include details to describe actions, thoughts and feelings, temporal words to signal event order, and a sense of closure. Some components may be more developed than others. | Student shows solid evidence of successfully composing a narrative piece that recounts a well-elaborated event or short sequence of events. Student includes details to describe actions, thoughts and feelings, temporal words to signal event order, and a sense of closure. | Student shows outstanding evidence of successfully composing a narrative piece that recounts a well-elaborated event or short sequence of events. Student includes many details to effectively describe actions, thoughts and feelings, appropriate temporal words to signal event order, and a clear sense of closure. Ideas may be particularly thoughtful or sophisticated. | W.2.3 |
| In collaborative discussions, exhibit responsibility for the rules and roles and purpose of conversation. | Student makes little or no attempt to participate in collaborative discussions and build on others' talk by linking his or her comments to others. Often disregards the rules and roles of conversation even with prompting. | Student inconsistently participates in collaborative discussions and builds on others' talk by linking his or her comments to others. Student observes the rules and roles of conversation but needs frequent prompting. | Student usually participates in collaborative discussions and builds on others' talk by linking his or her comments to others. Student observes the rules and roles of conversation. May need some prompting. | Student consistently participates in collaborative discussions and builds on others' talk by linking his or her comments to others. Student observes the rules and roles of conversation with little or no prompting. | SL.2.1a SL.2.1b |
| In collaborative discussions, ask questions in a manner that enhances understanding of topic. | Student makes little or no attempt to ask questions that enhance understanding of the topic. | Student occasionally asks questions to clarify or build understanding of the topic or text under discussion but usually requires support or prompting. | Student asks questions that effectively clarify or build understanding of the topic or text under discussion. May need occasional support or prompting. | Student often asks effective and focused questions to clarify or build understanding of the topic or text under discussion. Proactively uses this strategy to support own learning. | SL.2.1c |

